

Example 1 of Coding Data

Question: How are teachers adjusting their practice and applying their new learning about assessment?

Data source: Teachers' responses to a reflection prompt

THEME KEY

Theme	Code
Changing thinking about assessment	A
Focusing on the feedback process	F
Using classroom assessment tools, such as rubrics, checklists, and conference notes	CT
Sharing with colleagues	SC

Data: Teacher Responses	Theme Codes
1. I <u>assess the lessons of teachers</u> whom I observe.	A
2. During conversations with teachers, especially difficult ones, I've learned to <u>ask questions in the feedback process</u> , whether online or in one-to-one meetings.	F
3. I <u>created additional tools to document the writing/project process</u> . These included a <u>conference sheet</u> , a <u>summative assessment with a reflection checklist for students</u> , a revised storyboard, and a <u>revised final project rubric</u> . I have also <u>spoken to colleagues</u> in reference to our work. I <u>presented the moments of assessment piece at a PD</u> for the entire school.	CT SC
4. I am definitely <u>thinking about assessments more and what constitutes an assessment</u> . Now, I am <u>using and creating my own rubrics as well as checklists</u> for things like group discussion and participation to help keep focus.	A CT
5. I <u>pay attention to the feedback from formal assessments more</u> . I'm making the <u>language of my rubrics more student-friendly</u> . I <u>use rubrics more during the process</u> and try to have <u>consistency with language and criteria</u> .	F CT

Analyzing Data by Identifying Themes

Data: Teacher Responses	Theme Codes
6. I've revised my rubric (after creation and use). I've learned how this can be used as <u>an instructional device</u> .	CT A
7. Though I have not adjusted practice yet, I will be looking at how I can <u>change my feedback to be tailored to the needs of specific teachers</u> and to the specific strengths and struggles of teachers' instructional practice.	F

Theme	Summary Statement
Changing thinking about assessment (A)	3 teachers' responses focused on changing thinking about assessment
Focusing on the feedback process (F)	3 teachers' responses focused on the feedback process
Using classroom assessment tools, such as rubrics, checklists, and conference notes (CT)	4 teachers' responses focused on using classroom assessment tools
Sharing with colleagues (SC)	1 teacher's response focused on sharing with colleagues

Example 2 of Coding Data

Question: What are students' questions focused on?

Data source: 1st graders' questions for book clubs

THEME KEY

Theme	Code
Character actions	CA
Character relationships	CR
Character emotions	CE
Reader's prediction	RP
Reader's response to the book	RR

Data: Student Questions (verbatim)	Theme Codes
1. Do you think Chester Lilly and Wilson will <u>make friends</u> with Victor? Why?	CR
2. What do you think will <u>happen in the next book</u> when victor comes to town	RP
3. <u>Why do you think that the big boys were scared</u> of lillys discise	CE
4. What did <u>Chester eat</u> for breakfast?	CA
5. Why are <u>Chesterr and Wilson best friends</u> .	CR
6. What did <u>Chester Wilson and Lilly do together</u> ?	CA
7. Why do you think <u>Chester, Wilson and lilly all did the same thing</u> ? Explain why you think this.	CR
8. In what part doos <u>Chester and Wilison and lilly realy connct</u> .	CR
9. What do you think <u>Cheaster lilly and willson thoutht</u> when they saw victor	CE

Analyzing Data by Identifying Themes

Data: Student Questions (verbatim)	Theme Codes
10. What do you think <u>Chester felt</u> when lilly moved to the neighborhood?	CE
11. What do you think <u>Victor will do</u> ?	CA
12. Do you think that Lilly is a <u>good friend</u> ? Why?	CR
13. What do you think is <u>going to happen with victor</u> ?	RP
14. What <u>did Lilly teach Chester and Wilson</u> ?	CA
15. What was <u>lily wearing</u> and what color is it?	CA
16. What was lilly, chester, Wilson for Halloween?	CA
17. What was your <u>favorite part</u> in the book?	RR
18. What kind of <u>relationship</u> does lilly, Chester and Wilson have?	CR
19. What things did chester and Wilson <u>do together</u> ?	CA

Source: Used with permission from Melodie Mashel, Robert J. Christen School, Bronx, N.Y.

Theme	Summary Statement
Character actions (CA)	7 questions focused on the actions of the characters
Character relationships (CR)	6 questions focused on the relationships between the characters
Character emotions (CE)	3 questions focused on the characters' emotions/ feelings
Reader's prediction (RP)	2 questions focused on the reader's prediction
Reader's response to the book (RR)	1 question focused on the reader's response to the book (favorite part)